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ABSTRACT

The conference paper examines West Virginia's process-product model used to develop educational programs for exceptional students (behavior disordered learners and intellectually gifted learners). The background of the program is discussed, and requirements of the state's master plan are outlined. Noted are findings and recommendations of task forces on the education of behavior disordered students and of gifted students. Task force reports address issues of philosophy, educational goals, curriculum goals, and program delivery. Recommendations for the task force on behavior disordered students include study of the needs of multihandicapped behavior disordered students, and the development of a K-12 continuum of learning outcomes for the content areas of behavior management, emotional/social education, language and communication training, leisure skills, and daily living/survival skills outlined in the program of study for autistic students. The task force on gifted education emphasizes the cultural role of the teacher. The use of Individual Education Plans (IEP) is also discussed, and school composite profiles, which show students' levels of achievement by area, are described. The paper highlights the need for gifted students to have the optimal opportunity for intellectual growth. (CL)

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RESEARCH BASED PROGRAM DEVELOPMENT MODEL

FOR

EXCEPTIONAL LEARNERS

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RESEARCH BASED PROGRAM DEVELOPMENT MODEL
FOR
EXCEPTIONAL LEARNERS

PREFACE

Currently educational personnel are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching and learning necessitates that the generalities and platitudes of the past be replaced by precision and excellence. This means that mere talk of progress be replaced with specific change and accomplishment. Therefore, educational programs and areas of study, must be designed, developed, verified, implemented, monitored, evaluated and reconceptualized so that quality and excellence are assured for the users, learners and teachers. Thus, programs and areas of study must be scoped, sequenced, articulated and aligned throughout the early childhood, middle childhood and adolescent education years. Consequently, the programs and areas of study philosophies, learning outcomes, learning objectives, teacher implementation strategies, media/resources and evaluations must be aligned.

Accordingly, educational program development for exceptional learners must be systematic, stimulating, psychologically sound, organized and planned with high quality instructional materials to meet the needs and interests of educational personnel and the exceptional learner. The major consequence criteria of special education program development focuses on the use of new curricula, materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning -- quality and excellence in education attained.

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EXCEPTIONAL LEARNERS

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ASSUMPTIONS

A_1 High quality educational program development is a cooperative and collaborative venture involving educational personnel at all levels, local education agencies, institutions of higher education and state education agencies.

A_2 High quality educational program development is goal oriented.

A_3 High quality educational program development is governed by principles that provide: 1) learner oriented programs, 2) program definition, 3) program delivery and 4) program assurance.

A_4 High quality educational programs describe the required: 1) administrative and instructional practices, 2) personnel and facilities needs, 3) instructional materials, supplies and equipment, 4) evaluation practices, 5) program and school improvement practices and 6) management information systems.

A_5 High quality educational programs require the initiation and maintainance of comprehensive, ongoing and high quality inservice education programs for educational personnel at all levels.

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PURPOSE

The purpose of this session is to provide participants with information and documents regarding special education program development and a process - product model used to develop educational programs for exceptional learners.

OBJECTIVES

Provide session participants:

1.0 background information regarding the design, development and implementation of a research based program development model for exceptional learners;

2.0 specific information regarding the purpose of conducting a study of studies;

3.0 specific information regarding the reports: a) Report of the West Virginia Task Force on the Education of Behavior Disordered Students; and, b) Report of the West Virginia Task Force on the Education of Intellectually Gifted Students;

4.0 opportunity to interact with session presenters;

5.0 opportunity to receive additional material through post session mailing; and the

6.0 opportunity to provide session presenters with specific feedback.

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AGENDA

I	Session Overview	Nancy Thabet (5 minutes)
	• Introduction	
	• Assumptions	
	• Objectives	
	• Session Highlights	
II	Information Presentation	Nancy Thabet (30 minutes)
	• Background Information	
	• Research Based Program Development Model	
	• Behavior Disordered Task Force Report	
III	Interaction and Reaction	Session Participants Session Presenter (10 minutes)
IV	Information Presentation	Barbara Jones (30 minutes)
	• Intellectually Gifted Task Force Report	
	• Use of Task Force Recommendations	
V	Interaction and Reaction	Session Participants Session Presenter (10 minutes)
VI	Session Summary	Session Participants Session Presenters (5 minutes)
V	Adjourn	

"See you in New Orleans in 1986!"

RESEARCH BASED PROGRAM DEVELOPMENT MODEL

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INTRODUCTION

This session will provide session participants with timely information regarding educational program development for behavior disordered learners and intellectually gifted learners. Furthermore, session participants will receive specific information regarding the design, development and implementation of a research based model for special education program development for exceptional learners. The model used is a generic process/product model that, may, and has been used across program areas; general and special, and across program of study areas; music, math, and art . . .

The West Virginia Master Plan for Public Education provides a framework for a thorough and efficient system of education to improve the quality of learning and teaching in West Virginia public schools and to assure all public school students equal education opportunities. The special education program development unit in the Office of Educational Program Development is responsible for providing: 1) leadership; 2) service; 3) technical assistance; and, 4) regulatory functions in the defining of special education programs, assisting the county school districts in the delivery of those programs and assuring that those programs have been delivered. The unit staff work with county school districts, institutions of higher education and related agencies in determining educational needs and providing educational services which address identified needs. Specifically the unit is guided by four major goals: 1) the definition of rationale, programs of study and appropriate learning outcomes for special education categorical programs of study, 2) assisting the county school districts in the delivery of the categorical programs of study approved by the West Virginia Board of Education, 3) the management of special education program development and 4) assuring that high quality categorical special education programs are being delivered to all eligible students.

Interestingly, special education is being charged throughout the country to establish and implement high quality educational programs for exceptional learners with little thought to the fact that for 200 years plus general education has been trying to establish and implement high quality educational programs for classroom learners in public schools throughout the United States. Thus, it is possible to think that the demands being placed on special education are less than reasonable when one considers the short time span, history if you will, of special education organization/administrative service and the even shorter history, of special education program development. Nevertheless, the challenge remains.

The following sections of the paper and the session presenters will provide the reader of this paper and the session participants with interesting information and specific examples of process/product design protocols that evolved substantive direction for special education program development. It

is not the purpose of this paper and the ninety minute session to provide indepth and detailed information. If one desires indepth detail, readers of this paper and session participants should not hesitate to write for copies of the task force reports: 1) intellectually gifted and 2) behavior disordered.

The major intent of this session and paper is to present substantial highlight information regarding the evolvement of a systematic data based system that is articulated, aligned, and assessment driven. Furthermore, a system of special education program development that responds positively to the favorite questions of the profession: 1) "Where have we been?", 2) "Where are we now?" 3) "Where do we want to go?" 4) "Where should we go?", 5) "How will we get there?" and 6) "How will we know when we get there?"

Finally, West Virginia - educational personnel from all levels; classroom teachers, principals, central office staff, superintendents, representatives of institutions of higher education and regional education service agencies, as well as personnel from without the state have been involved in the development of programmatic definitions for early childhood, middle childhood and adolescent education. The programmatic definitions which operationally define educational programs have ten components: 1) rationale; 2) needs assessment; 3) curriculum; 4) instruction; 5) program staffing; 6) program management; 7) communication; 8) evaluation; 9) facilities; and, 10) funding. This systematic approach to program development provided direction and support to special education program development.

BACKGROUND

The West Virginia Master Plan for Public Education (Plan) was developed before the national focus on education reform. The Plan was the result of extensive litigation that began with the 1975 Pauley et al. vs. Kelly et al. The 1975 case was the result of parents of five Lincoln County West Virginia children filing for declaratory judgement in the Circuit Court of Kanawha County West Virginia on behalf of themselves and as a class action on behalf of all other school children in the Lincoln County school district. The case was not dissimilar from the California and Texas cases (Rodriguez vs. San Antonio and Serranos vs. Priest I and II). The Pauley vs. Kelly plaintiffs alleged that the state's system of financing the public schools violated the West Virginia Constitution by denying the plaintiffs a thorough and efficient education and equal protection of the laws resulting from discriminatory classification found in the educational financing system. The Kanawha County Circuit Court dismissed the complaint stating that although state government had not created a thorough and efficient system of public schools in Lincoln County, it had meet the constitutional mandate in some counties.

The West Virginia Supreme Court of Appeals reversed the decision and remanded the case to a lower court for further evidentiary development on February 20, 1979, with specific detailed guidelines. The West Virginia Supreme Court reinforced the equity/excellence goals, but placed emphasis on excellence in educational programs for all students. In 1980 the West Virginia Supreme Court of Appeals appointed a judge to the Kanawha County Circuit Court to conduct a nonjury trial. After 40 days of testimony, the judge developed high quality standards and tested the present West Virginia education system, finding the following: 1) the system for financing public schools was unconstitutional, 2) the legislature must provide for a thorough

and efficient system of education, 3) the State Board of Education . . . must pursue the implementation of high quality standards, 4) all costs, direct and indirect, must be included in the state financing structure and 5) the State Board of Education has a duty to provide a grievance procedure and remedy at the state level for citizens. In essence, the court required that the entire system of education in West Virginia be completely revised and reconstructed. Further, it directed that a master plan be developed for court approval. In September 1982, the West Virginia Board of Education appointed a 99 member advisory committee composed of the groups defined by the court, as well as 19 citizens at-large. Within seventy days from receiving its charge to develop a master plan in accordance with the court ruling, the advisory committee presented its recommendations to the West Virginia Board of Education. On December 21, 1982 the final document, the Plan was submitted to the court and on March 4, 1983, the Circuit issued its final order in regard to the original Pauley vs. Kelly case. The Court held that the West Virginia Master Plan for Public Education was a commendable document meeting the court's guidelines. Thus, the Master Plan became a framework or blueprint for the development of legislation, policies, rules and regulations.

The Master Plan sets forth the following outline for an educational program which has became policy.

1. Educational program* - An educational program is a structure for defining, delivering, and assuring a thorough and efficient system of education. This structure is applicable to the state, county, and school levels. It is comprised of the following characteristics:

   1.0 Program Definition

      A. Rationale

      B. Program of study or description of the support program

      C. Learning outcomes

      D. Extracurricular activities

   2.0 Program Delivery

      A. Administrative practices

      B. Instructional practices

      C. Personnel

      D. Facilities

      E. Instructional materials, supplies, and equipment

   3.0 Program Assurance

      A. Student evaluation

B. Program improvement

C. School improvement

D. Management information system

The need for high quality educational program development in special education was readily apparent. The focus had been upon developing and implementing a comprehensive system for the identification of all exceptional children. Instructional programs had developed independently in each of the state's local school districts and varied greatly in their ability to provide appropriate instruction. As previously stated, the intent, rather the challenge, was to design and develop high quality educational programs in the various areas of exceptionality. Furthermore, the programs must meet the criteria of the programmatic definition and the preceding statement of educational program that included the characteristics of a data-based, articulated, aligned and assessment driven system.

It was also apparent that numerous sets of regulations (federal and state), policies, rules and statutes applied. Furthermore, there were various data bases that had not been used well. Thus, a position paper, Special Education Program Development Position Paper, was prepared that outlined expectations in a process-product format with the appropriate budgets and management/implementation objectives on timelines. Major issues for review as initial data bases were: 1) all state and federal documents, 2) all current data bases, 3) all policies, 4) the Master Plan, 8) all educational program materials which were numerous in the area of general education; textbook adoption and student support services.

Lastly, and probably most importantly, a study of studies criteria were developed for the purpose of commissioning a study of studies in each of the various areas of exceptionality.

The following study of studies criteria were extremely ambitious, and in some cases restricting, the individuals who conducted each study. Those individuals indicated that the criteria were helpful and provided process/product direction relative to expectation.

SPECIAL EDUCATION PROGRAM DEVELOPMENT
STUDY OF STUDIES

The purpose of the Study of Studies was to establish a generic and defensible data base for special education program development in each area of exceptionality through the focused analysis of pertinent research according to generic and specific criteria. Essentially, it was the multiple intent of this study:

1. To identify exemplary curriculum(s) and/or process/product model(s) for curriculum development for that specific exceptionality.

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2. To identify exemplary curricular program development and evaluation models for individual building level programs, county school district programs, and state programs.

The generic criteria used for screening the research studies were as follows:

- dependent variable student growth (learning) measured;
- findings replicated in one additional study;
- not fewer than 25 students in the study;
- study from which a relationship (e.g., finding, recommendation) is generic to some population of students larger than the sample studied;
- the "relationship" had to be both reliable enough to be statistically significant and large enough to be practically significant;
- the measure of "effectiveness" had to be based on long-term pupil gains in achievement areas recognized as important goals of education; and
- the process measure had to specify the behaviors exhibited in such a way that they could be reproduced as desired.
- Interviews with experts in the field would be benefical.

The study of studies reports have provided excellent data bases for developing comprehensive special education programs for the various exceptionalities which was the charge of various task forces. To date, three areas of exceptionality have been completed. Study of studies data were extremely important in surfacing the best research and development information when available. If not available, that, in of itself was worthy to substantiate that best professional judgement/practice was an appropriate data base for decisioning. The task force reports contain detailed information regarding: 1) configurations of service delivery; 2) continuum for instructional strategies; 3) continuum for curriculum modification; 4) criteria for placement decisions; 5) time allotments; 6) level of guidance involvement; 7) inservice training efforts; 8) curriculum models; 9) exemplary curriculum models; 10) exemplary curriculum development; 11) program evaluation; 12) program development; and 13) program integration models (regular and special).

The task force reports are detailed process/product reports that provided specific information, recommendations and action plans. Task force reports included the following sections regarding each exceptionality: 1) study of studies, 2) programmatic definition, 3) program of study, 4) program delivery, 5) program assurance, 6) recommendations for program improvement, 7) roles and responsibilities/action plan for implementation, 8) summary and conclusion, 9) bibliography.

REPORT OF THE TASK FORCE ON THE EDUCATION OF BEHAVIOR DISORDERED STUDENTS

INTRODUCTION

In West Virginia the responsibility to provide every behavior disordered student the opportunity to prepare himself or herself to become a productive member of society by endeavoring to enable him or her to achieve the necessary knowledge, abilities and postures that are the objectives of his or her Individualized Education Program has been assumed. The West Virginia Task Force on the Education of Behavior Disordered Students was appointed by Roy Truby, State Superintendent of Schools in January, 1984 and subsequently charged with the task of developing a model program for the early childhood, middle childhood and adolescent education levels for behavior disordered learners in West Virginia. By establishing a statewide program for behavior disordered students, the fifty-five county school systems will be provided with the opportunity to implement high quality instructional programs and an assurance of equal educational opportunities for all learners. Such a program will assist the local education agencies with the determination and implementation of program goals and objectives, recognition of suitable learner outcomes, the utilization of general education curriculum and materials through modification and revision, when necessary and the development and implementation of ongoing program evaluation. The statewide task force included representation from each of eight Regional Education Service Agencies and was comprised of teachers and supervisors in the field, administrators, institutions of higher education representatives, a chief instructional leader and parents.

Dr. Douglas Cullinan from Northern Illinois University was commissioned to complete a study of studies in behavior disorders. This study included data from fifty-seven journals (1974 to present), thirty-six book references, interviews with five experts, 263 bibliographic entries, 186 citations by multiple characteristics and eight abstracts of model programs for autistic students.

Some of the conclusions of this study indicate the following: 1) a differentiation in a variety of behavior problems requiring intervention; 2) many behavior disordered students exhibit academic achievement deficits that increase with age; 3) academic, behavioral and emotional/social deficits will decrease with early and appropriate intervention; 4) the majority of interventions successfully used with behavior disordered students are behavioral in whole or part; and 5) a variety interventions may be used successfully in several service configurations.

Utilizing this data base, professional judgement and best practices in the field, the task force developed the Report of the West Virginia Task Force on the Education of Behavior Disordered Students, which provides a comprehensive and high quality educational program to meet the needs of these students. At the outset, the task force members believed that it was important to address the needs of autistic students separately in the programmatic definition, program of study and program delivery sections of the report. The rationale for this decision was that although the majority of curricular components for autism are the same as for other behavior disordered students, the goals of these components often differ significantly because the

educational handicaps of autistic students are usually so different from other behavior disordered students. Throughout the remaining sections of the report the term behavior disorders includes those students identified as autistic.

RATIONALE/PHILOSOPHY

"During the course of growing up, most children, at one time or another, exhibit such disturbing behaviors as fearfulness, destructiveness or hyperactivity. Most of these children are never labeled as 'emotionally disturbed' because their behavior is moderate in degree, occurs only infrequently and has no apparent pattern."

Frank M. Hewett, 1974

"Non scholae, sed vitae."

- Latin proverb

(Not for school, but for life.)

All children at the early childhood, middle childhood and adolescent education levels require a unique and sensitive educational environment. In the state of West Virginia approximately one percent of the school population has been determined to manifest behaviors of such frequency, intensity or duration to require specialized modifications of class placement, curriculum and/or instruction. Research indicates that the majority of behavior disordered students have academic deficits and that these achievement deficits increase with the age of these students. In addition to academic difficulties, problems with developing appropriate social interactions are compounded in the behavior disordered student. Also, a number of students within the school population have been identified as autistic and require specialized modifications of class placement, curriculum and instruction. Research indicates that the majority of autistic students have severe language, communication, social and academic deficits, which have been shown to decrease with early and appropriate intervention. Specialized programming, which is intense and ongoing, is critical if these students are to reach their maximal potential.

The eligibility criteria for placement in a program for behavior disordered students, as outlined in the West Virginia Regulations for the Education of Exceptional Students, requires documentation that a student exhibits one or more of the following characteristics, which adversely affect educational performance over a long period of time and to a marked degree:

a. an inability to learn which cannot be explained by intellectual, sensory or health factors;

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances;

d. a general pervasive mood of unhappiness or depression;

e. a tendency to develop physical symptoms or fears associated with personal or school problems;

f. behavior that is potentially harmful to the physical and mental well-being of self and others;

g. emotional problems manifested by truancy, defiance of authority, aggressiveness or withdrawal; and

h. an autistic condition which is manifested by severe communication and educational problems or a schizophrenic condition.

While not all behavior disordered students will possess all of these, each student will exhibit many of the characteristics which are sufficient in duration, frequency and intensity, requiring a need for intervention on behalf of the student to ensure his/her educational success.

Education for behavior disordered learners is based upon the assumption that the student must be valued as a unique individual and that each student must be assured the opportunity to develop to his/her maximal potential by providing a free, appropriate public education in accordance with his/her developmental levels.

By virtue of their behavior impairment, behavior disordered students share certain characteristics, yet their very uniqueness dictates an individualized program for academic and social growth. The behavior disordered student has the potential to achieve in school at a rate commensurate with his/her intellectual level; therefore, educational programs for behavior disordered students must provide a broad range of opportunities which include special methods in addition to normal educational procedures and extracurricular environments.

Behavior disordered students are to be educated in the least restrictive environment which affords the optimal opportunity for intellectual and social development. The regular classroom with chronological age peers is the setting in which behavior disordered students should be placed. When the severity of the student's behavior problem requires placement in an alternative setting, the ultimate goal is an expedient return to the regular classroom. Whenever appropriate, mainstreaming with chronological age peers is the ultimate goal for autistic students.

Early intervention for behavior disordered students is necessary to teach them to think, learn and adapt to their ever-changing environment. In order to enhance the total development of the autistic student, early intervention is necessary as well. However, beyond any specific approach, the most crucial factor in a successful program at all education levels is the personal investment school personnel and parents make to behavior disordered students. This concern will be demonstrated as school personnel and parents assume the roles of advocate and facilitator of the behavior disordered students' individualized education programs, and will constitute a powerful impetus for growth. For behavior disordered students it is essential that the total educational system, parents, students and the community collaborate to provide appropriate educational services.

EDUCATIONAL GOALS

The goal of a program for behavior disordered students is to provide the instruction and assistance necessary to enable the student to progress developmentally through an approved program of study.

Because of the unique nature of the behavior disordered student, the educational program should not only include the goals for all students at the early childhood, middle childhood and adolescent levels, but also be structured so that the student: accepts responsibility for his/her own behavior; perceives the relationship between demonstrated behavior and natural consequences; adapts behavior for specific goal attainment; learns techniques for coping with stress, negative feedback, and his/her behavior impairment; develops self-control to facilitate appropriate learning and social relationships; develops appropriate internal controls; attains an adequate level of self-worth; and generalizes, discriminates and maintains attained goals in appropriate life situations. The program for the education of autistic students should be structured so that the student develops appropriate internal controls and generalizes and maintains skills appropriate to life situations.

CURRICULUM GOALS

Upon determining the rationale, philosophy and educational goals which serve as a sound philosophical base for the educational program for behavior disordered learners, the task force developed the program's curriculum goals. Behavior disordered students are developmentally delayed and/or exhibit an interruption in the affective domain and do not acquire socialization through an incidental learning process to the degree found in normal children. Consequently, the curriculum first contains components for behavior management and emotional/social education. As determined by their individual abilities behavior disordered students should progress through the learning outcomes in all required areas of general academic education using modifications when necessary. Additional curricular components include career education, leisure skills and daily living and survival skills.

The acquisition of language and communication skills as well as behavior management are essential in all aspects of the educational program for autistic students. Additional curricular components include modifications/ remedial instruction in relevant academic education, daily living skills, career education and leisure skills. Unlike other children who attain skills in sequence, autistic students students often exhibit uneven or "splinter" skill development. Consideration of this "splinter" skill concept is essential when programming for autistic learners in order to provide a curriculum that is functional and chronologically appropriate. Ultimately, the use of such a comprehensive curriculum will result in an increase in independent functioning.

PROGRAM DELIVERY

The Individualized Education Program (IEP) is the central educational document for the behavior disordered learner's total education and serves as the vehicle by which the curriculum structure is delivered. It should reflect the curricular components by addressing the appropriate learning outcomes as determined for each student. In the delivery of a student's program

alternative methods, strategies and modifications should be considered. Appropriate alternatives for a student are determined by the results of a multidisciplinary assessment and the learner's needs and abilities. It is essential to provide a wide variety of elements of instruction as well as a continuum of program delivery options in order to meet the various needs of behavior disordered learners.

The instructional program for behavior disordered students must be a joint effort by the educational staff and requires a total school involvement in the education of these students. All personnel who work with behavior disordered students must be selected on the basis of their ability, competence and desire to carry out the goals and objectives of the program. Roles and responsibilities for all those involved in the education of behavior disordered students must be clearly difined. The task force outlined a plan of action for the implementation of their report by defining such roles for the West Virginia Board of Education and the West Virginia Department of Education, the state coordinator for behavior disorders, county boards of education and administrative staff, county coordinators for behavior disorders, principals, teachers (regular and behavior disorders), students and parents.

RECOMMENDATIONS

In order to assure high quality educational programs for behavior disordered learners the task force made thirty-one recommendations for consideration by the West Virginia Department of Education and/or the West Virginia Board of Education. These recommendations which task force members believe will have a positive and high impact on the education of behavior disordered students, follow from research and the Programmatic Definitions for the Education of Behavior Disordered and Autistic Students. Some of these recommendations have already been or are presently being considered and/or acted upon, such as: acceptance of the report and direction to develop activities, policies, rules and/or regulations necessary to implement it; support of mandated educational programs for preschool handicapped learners; and a revision of the program area for behavior disordered students in the Handbook on Planning School Facilities.

Additional recommendations which task force members feel are essential to curriculum, instruction and funding considerations follow:

- Special needs of multihandicapped behavior disordered students be studied and recommendation made to show how these needs can be translated into adaptions of the program of study for these individual students.

- The West Virginia Department of Education develops and the West Virginia Board of Education adopts a K-12 continuum of learning outcomes for the content areas of behavior management, emotional/social education, language and communication training, leisure skills and daily living/survival skills which are outlined in the Program of Study for Autistic Students.

- The West Virginia Board of Education adopts an amendment to the Regulations for the Education of Exceptional Students, section 1.13 Suspension of Exceptional Students to include:

A student identified as behavior disordered may be removed from school for a brief period when an infraction is a result of the behavior disorder, if the Placement Advisory Committee (PAC) has determined this removal to be a potential strategy for use with an individual student, if removal from school has been incorporated as a component of the Individualized Education Program (IEP) and if other forms of discipline (e.g., loss of privileges, time-out, in-school suspension) have been implemented, documented and found to be unsuccessful.

- Each Local Education Agency (LEA) establishes a written policy and procedures outlining the appropriate use of approved management techniques for behavior disordered learners (e.g., negative reinforcement/aversive techniques, time-out, passive restraint, in-school suspension, removal from school, etc.)

- Each LEA establish a policy regarding the selection and training for a teacher-aide classification for aides assigned to behavior disordered classrooms. Such aides should be trained in the use of specific techniques appropriate for dealing with behavior disordered students as well as receive ongoing training to maintain and update their skills.

- Staff development be provided that includes training in the identification of withdrawing behaviors and/or emotional problems to all professional staff involved in the referral of students who may be identified as behavior disordered. Additional training should be provided in the development of appropriate programs for students exhibiting withdrawing behaviors and/or emotional problems to all professional staff involved in the identification of behavior disordered students.

- The West Virginia Board of Education adopts the following addition to the Regulations for the Education of Exceptional Students, section 1.2 Multidisciplinary Assessment:

  When a student is suspected of being behavior disordered, a team report must also be completed. The behavior disordered assessment team report must include:

  1. whether or not assessment results indicate that the student is behavior disordered;

  2. the basis for making the determination by equally considering all of the assessment results;

  3. the relevant behavior noted during the classroom observation of the student;

  4. the relationship of that behavior to the student's academic functioning;

5. the educationally relevant medical findings, if any.

- Each LEA develops and adopts written procedures to prescribe transition to reenter a less restrictive environment.

- Teachers of the behavior disordered students receive allocations for reinforcers (e.g., food, field trips, rewards, etc.) to implement the goals and objectives of the IEP.

- Provide funding for transportation for out-of-school experiences.

- Funding for parent training should be allocated to provide the opportunity to train parents in the home implementation of the behavior management plan that is currently being used for the student in his/her classroom.

- Funding be allocated to provide teachers of behavior disordered students the opportunity to participate in stress management seminars, counseling and/or therapy.

CONCLUSION

The Report of the Task Force on the Education of Behavior Disordered Students provides a comprehensive and systematic plan for the implementation of a successful, high quality educational program to meet the needs of these students. Its structure, based on the uniqueness of the behavior disordered individual and the assurance of the opportunity to develop to his or her maximal potential, provides for continuity between programmatic areas as well as direction for uniformity among the fifty-five counties. The plan also, simultaneously, provides for the necessary flexibility to afford individualization in programming within each county.

Cooperation among all persons involved in the education of behavior disordered students is required to fulfill the responsibility of providing equal educational opportunities to ensure that the talents of all of these students will be found and developed to their highest potential. In essence, this will prepare behavior disordered students not only for the next academic or occupational level, but also for a more meaningful healthy and safe life. Such a commitment will serve as a reaffirmation of the goal of excellence in education for all students.

REPORT OF THE WEST VIRGINIA TASK FOR ON THE EDUCATION OF THE GIFTED

INTRODUCTION

Since the West Virginia legislative mandate for gifted education in 1974, programs for intellectually gifted students have been as diverse as the local districts in which they originated. In subsequent years, a growing concern for equity between local school districts, presented most forcefully in Pauley vs. Bailey and the demands of the developmental programs have required a comprehensive and systematic approach to the provision of special education programs.

The efforts of the Task Force were therefore directed toward building a statewide comprehensive program that will meet the needs of gifted learners. The program is designed to provide continuity between programmatic areas, i.e., Early Childhood, Middle Childhood, and Adolescent Education, as well as direction for and uniformity among, the fifty-five local school districts.

The Task Force was appointed by State Board of Education in September, 1983. Composed of teachers of the gifted, other educational specialists, administrators and parents, the group met in October to receive an oral presentation of the study of studies by Patti Bruce Mitchell of the National Association of State Boards of Education. State Board policies and procedures, the expertise of Task Force members and the study of studies served as the foundation for the materials developed by the Task Force.

Throughout the 1983-84 school year the Task Force met to develop, review and revise the Report of the West Virginia Task Force on the Education of Intellectually Gifted Students. Periodically, a steering committee met to draft components of the Report which were subsequently reviewed and revised by the total group. A preliminary draft of the Report was submitted in July 1984, to county superintendents, directors of special education, coordinators of gifted programs and chief instructional leaders for their review and comment. These comments were aggregated, reviewed and acted upon by the steering committee. In late Fall 1984 the revised document was submitted to the entire Task Force for their review, revision and approval prior to its submission to the State Board.

DEFINITION

John Gardner (1961) observed that "Excellence implies more than competence. It implies a striving for the highest standards in every phase of life." In reaffirming the goal of excellence for all students, the West Virginia Board of Education recognized that residing within our state were intellectually gifted students who possessed a learning capacity in advance of their chronological age peers. Their exceptional intellectual abilities, evidence of outstanding performance capability, were acknowledged as requiring differentiated educational programs and/or services beyond those normally provided by the regular school program.

The eligibility criteria for placement in a program for gifted students, as provided by state Regulations for the Education of Exceptional Students, require that a student scores two or more standard deviations above the mean on an individual comprehensive test of intellectual ability. In addition, an interest inventory, learning style assessment and battery of achievement tests are administered to each student referred to the program. Currently, approprimately 2.25 percent of the state's students, K-12, have been identified as gifted.

It is recognized that there are many gifted students who do not meet this eligibility criteria -- students gifted in a specific academic area or in the visual or performing arts. Under the Master Plan these areas of giftedness are to be addressed at a later time.

RATIONALE/PHILOSOPHY

Programs for intellectually gifted learners are logical manifestations of concern for: individual differences; equality of opportunity; and, the optimal development of each child. The recognition of individual differences among children and the commitment to educate each child in accordance with his/her potential are fundamental to American educational practice. Education for the gifted is based upon the assumption that, to be effective, education must be provided in accordance with the student's developmental level.

By virtue of their potential for advanced intellectual development, intellectually gifted students share certain learning characteristics that cause their educational needs to differ significantly from those of others their age. In particular, it was determined that their exceptional intellectual ability required that they: be permitted to progress at their own rate, regardless of chronological age or grade placement; be provided a diversity of learning experiences, including instructional methods, materials, activities and higher levels of conceptual complexity; have access to counseling for a better understanding of themselves and school/career options; and, to be valued, challenged and stimulated in an environment that permits children of like ability to learn with and from one another.

As exceptional learners, gifted students are to be educated in the least restrictive environment that affords the optimal opportunity for intellectual development. The regular class setting with chronological age peers is the starting point from which these students move into more intellectually challenging, and therefore, less restrictive settings.

Development of their exceptional ability requires both extended and accelerated learning experiences which are commensurate to the student's needs. An individualized education program, offering a broad range of educational placement alternatives within the school and community, will best develop advanced academic and process skills, thus preparing these students for their anticipated adult roles.

EDUCATIONAL GOALS

The primary goal of gifted education is to allow and assist each intellectually gifted student to fully develop to his/her maximum potential. In order for this to occur, those responsible for the education of the gifted

must ensure that students are provided a curriculum and instructional system relevant to their unique abilities and needs by: instructing students utilizing rates, learning styles, methods and materials appropriate to their needs; providing learning environment conducive to developing positive attitudes toward learning; and, organizing a continuum of appropriate learning alternatives to encourage the individual growth of gifted students with varying levels of ability, interests and needs.

CURRICULAR GOALS

Curriculum refers to the planned learning experiences designed to meet the needs, interests and abilities of students. Based upon unique characteristics of intellectually gifted students, the curriculum for these students includes four areas: 1) basic learning outcomes in all required areas of study; 2) extended learning outcomes, developed at higher levels of abstractness and/or complexity or including topics not in the basic curriculum, in content areas identified as an area of special need; 3) advanced levels of proficiency in process skills, including problem-solving, creative thinking and behavior, independent learning skills and skills in philosophical inquiry; and, 4) understanding of self and society, including future-planning, decision-making, leadership, socialization, self-understanding and an appreciation for human similarities and differences.

The Individualized Education Plan (IEP), which is the central educational document for all exceptional learners, specifies the curriculum for each gifted student and includes annually each of the four components of the curriculum.

INSTRUCTIONAL PROGRAM

The instructional program for gifted students is the concern of the general and special educational staffs, as well as the home and community. The most important finding of the gifted study of studies was that there is no "perfect program" waiting to be discovered. Rather, the essential ingredient for a quality program was determined to be without cost, i.e., the commitment to look at students as individuals, to do what is instructionally/educationally appropriate for that individual student. The challenge is to use the assessment data collected on each student and develop: first, a student profile showing the advanced performance levels by content and skills areas; second, a school composite profile, showing students' levels of achievement by areas; thirdly, developing a plan to provide appropriate instruction by content and skill areas by clustering in advanced courses identified students across the entire school day and week; fourthly, to implement the plan the following school year; and lastly, to monitor and refine the process.

CONCLUSION

By focusing the energies of regular educators across the instructional day on content specific needs of gifted learners, the role of the teacher of the gifted will experience a dramatic change. As general educators develop the need for more specific strategies and materials, it is anticipated that the teacher of the gifted will be called upon to provide assistance. For students whose performance is two years in advance of their age peers, the

teacher of the gifted may provide part-time classes, continue resource room support and/or serve as a facilitator who tracks, implements and coordinates instructional and evaluation activities. For students three or more years in advance of their peers, the teacher of the gifted may provide instruction in a full-time placement and/or locate master teachers from the community or institutions of higher education to provide the expertise to teach very advanced material in a subject area.

Pasteur has said that "chance favors the prepared mind." Our responsibility is to provide the foundation upon which the next 'chance' breakthrough may occur by providing an educational system which develops the natural talents of our citizenry to their fullest.

We believe that can best be accomplished by the provision of a comprehensive program for these students. Responsibility for the education of exceptional students is shared by the entire educational community. It is only through the acceptance of this responsibility, a commitment to action and cooperation among educators that we will be successful.

Figure 1: Suggested Form For Student Profile

A. Basic Information: Student name, school, tests used/who administered/ dates, etc.

B. Profile of Ability Level by Subjects

Instructions: Indicate level of achievement by subject area.

Level III: Student is more than three years ahead of other children from the same grade in their school in this subject area.

Level II: Student is two to three years ahead of other children from the same grade in their school in this subject area.

Level I: Student is one to two years ahead of other children from the same grade in their school in this subject area.

Special Studies: Student is capable of work at Level I, II or III but due to special problems (background, weak essential skills, under-achievement, handicap) will need special preparatory assistance before placement in advanced instruction.

	Reading	Writing	Social Science	Science	Mathematics	
Level III						Needs intensive, advanced instruction
Level II						Needs advanced instruction
Level I						Needs some extension or adaptations of regular curriculum
Special Studies						Needs tutorial help counseling, or the special preparatory program

C. Profile of Ability Level in Process Skills

	Communication	Self-Directed Learning	Critical/ Evaluative Thinking	Logical/ Inferential Thinking	Creative and Productive Thinking	
Level III						Student is ready for application of skill
Level II						Student needs opportunities to master skills
Level I						Student is ready for introduction of skills

D. Personal Profile (one to two sentences summarizing each area)

Special interests and abilities:

Work habits/motivation:

Self-concept:

Special problems/needs:

E. Special Services Needed In Addition To Advanced Subject Instruction

Counseling

Grouping with others for:

Special interest seminars
Interdisciplinary seminars

Community Experiences

Figure 2: Composite School Profiles

Complete this chart for each grade level or for a cluster of grades.

Student Name	Reading				Mathematics				Writing				Science				Social Science			Communication			Self-Directed Learning			Critical/ Evaluative			Logical/ Inferential			Creativity		
	I	II	III	SS	I	II	III	SS	I	II	III	SS	I	II	III	SS	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
Total Numbers																																	

RESEARCH BASED PROGRAM DEVELOPMENT MODEL
FOR
EXCEPTIONAL LEARNERS

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SESSION FEEDBACK FORM

DIRECTIONS: Please complete this form and return to the session presenter(s). Thank you.

1. Name one or more strengths of this session.

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2. List suggestions for improvement or revision of the content of this session.

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3. What do you think about the organization and format of the materials of this session?

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4. What do you think about the objectives of this session?

_____

_____

5. How would you rate the value of this session?

_____ Much _____ Some _____ Little _____ None

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this session.

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[ ] Policy Package (2100, 2422.01, 2510, 2321)

[ ] Task Force Report for the Education of Behavior Lisordered Stduents

[ ] Gifted Task Force Report for the Education of Gifted Students

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